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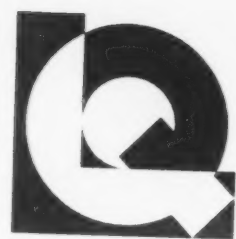
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ABSTRACT

The theme of this issue is lifelong learning. Contents include a message introducing the publisher's Chief Executive Officer, Devron Gaber, and letters to the editor. A guest editorial, "Lifelong Learning For All: A National, Social, Corporate, and Personal Imperative for the Knowledge-Based 21st Century" (Ron Faris), considers how several nations have adopted the lifelong learning concept as a means of meeting massive economic and social challenges; focuses on the foundational issues of prenatal and preschool provision and places them within the wider context of lifelong learning; and calls for British Columbia (BC) to continue to lead the way toward a "learning Canada." "The Great Challenge for BC: Lifelong Learning for All" (Kjell Rubenson) examines, from an international perspective, some major lifelong learning issues believed to be those that BC needs to address. "Family Learning: Some Reflections" (Carol Matusicky) focuses on the state of families and their crucial importance as the first and most vital workshop for learning. "A New Architecture for Lifelong Learning" (Carol Matthews) emphasizes the seamless nature of learning and the need to adopt more holistic perspectives as learning opportunities are organized and delivered. "A voice from the past: Organizing for Lifelong Learning" (Roby Kidd), identifies 12 principles to govern the organization of lifelong learning that have stood the test of time. (YLB)



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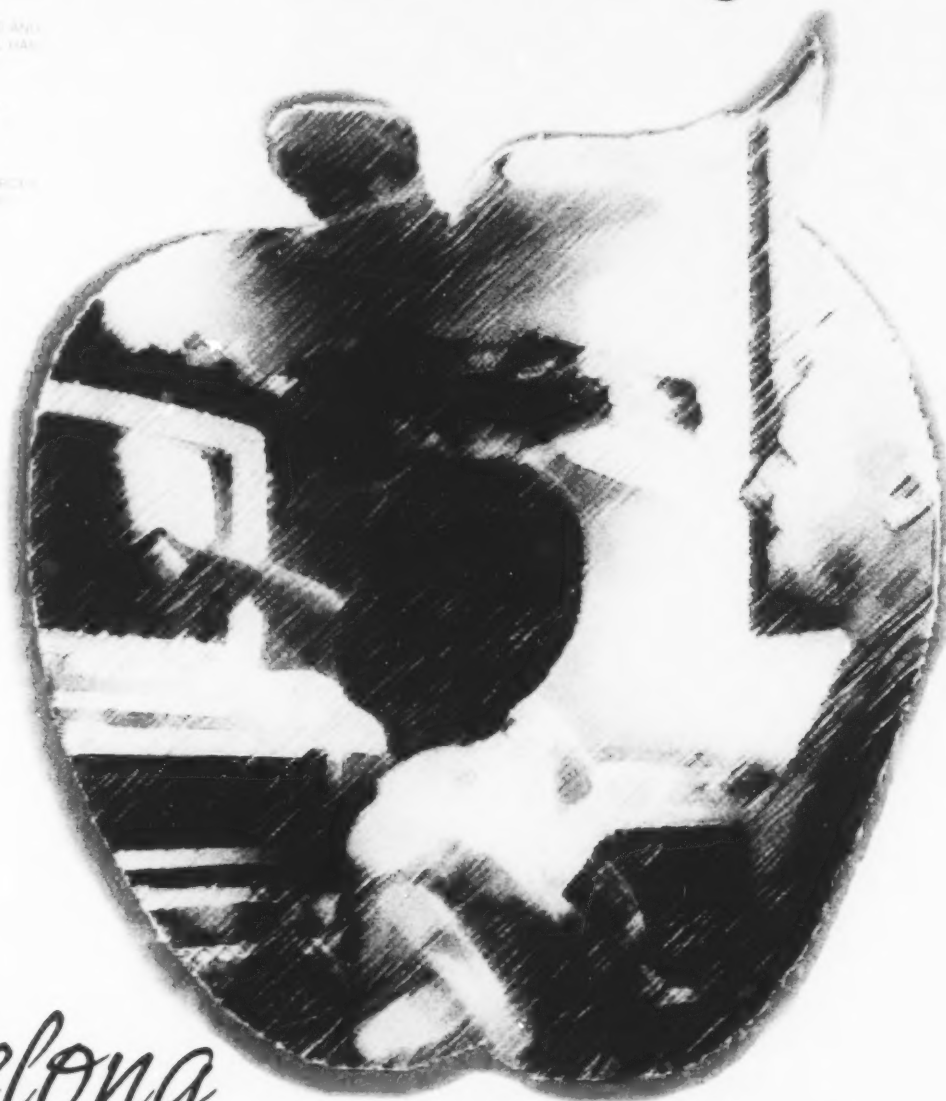
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Lifelong LEARNING

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The Centre for Curriculum, Transfer & Technology (C2T2) is a non-profit society dedicated to supporting post-secondary education in developing and promoting innovative strategies to meet the needs of students today and in the future.

LQ Cover Design

Each edition of the *Learning Quarterly* showcases artwork designed by BC post-secondary students.

Jennifer Kurjata of Northern Lights College designed the cover for the September issue of the *Learning Quarterly*.

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Invitation for Submissions

We are now accepting proposals for submissions of articles for the 1999 Summer LQ issue. The theme will focus on *Charting a New Course*, three years after adoption. If you are interested in writing an article of approximately 2000 to 2500 words on this theme, please submit a one-page outline to the Editor-in-Chief. Deadline for proposals for the Summer 1999 LQ issue is February 1, 1999.

Articles will be subject to review; copies of outlines or submissions will not be returned. An electronic disk copy should accompany the manuscript upon submission. All articles published in the *Learning Quarterly* are property of the journal. The author assigns to the *Learning Quarterly* the exclusive world rights to the article in its present, or substantially its present, form. The *Learning Quarterly* will accede to any requests by the author to use part of or all of the article in a work published elsewhere, provided that suitable acknowledgement of its first appearance is made.

All references should be cited in consecutively numbered endnotes. The first citation to a book should appear as follows: R. Buckminster Fuller, *Education Automation: Freeing the Scholar to Return to His Studies* (Carbondale, IL: University of Illinois Press, 1962), 5. Article citations should appear as follows: Ron Brown, "Education and Training Needs: Whose Needs and What Purpose," *Learning Quarterly* II.1 (1998): 11.

Subsequent citations to the same work should follow the short form: Fuller, *Education Automation*, 62; Brown, "Education and Training Needs," 12.

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Our Cover Story

The cover design for this issue of the *LQ* was done by Jennifer Kurjata of Northern Lights College.

An apple, a long-standing metaphor of knowledge, frames a child and an older person viewing a computer screen. The difference in the ages of the two individuals represents the continuity of learning across the span of a lifetime. The two might also represent the difference between what David Orr of Oberlin College calls "fast knowledge" and "slow knowledge." The youth pointing to the computer represents "fast knowledge that zips through the terminals of the information society." It is the bits and bytes, facts and figures that are amassed with the speed of



light. The older person represents slow knowledge that is characterized by "thoroughness and patience whose aim is resilience, harmony and the preservation of long-standing patterns that give our lives aesthetic, spiritual and social meaning." As we enter the 21st century it is vitally important to have both forms of learning to make decisions about personal, community, national and global issues. Lifelong learning — the theme was selected by our outgoing Editor-in-Chief, Gary Bauslaugh — is key to understanding not only what we can do but also what we ought to do.

The 1999 summer issue of the *LQ* will focus on *Charting a New Course*. By then it will be three years since CANC was established and time to review its impact on the BC educational system. Did it do what it intended? What is working well, what isn't working, what difference has it made?



From our CEO

As the new Chief Executive Officer of C2T2, following Gary Bauslaugh who is retiring after a long and distinguished career in the post-secondary education system in British Columbia, I am pleased to have this opportunity to introduce myself. I am fortunate that my previous position as a director in the Ministry of Advanced Education, Training and Technology gave me the opportunity to get to know many of you working in the public post-secondary system, and in the college, institute and agency system in particular. I hope to build on our relationship and get to know others who work in the system as we undertake the important work of C2T2.

The theme of this edition of the *Learning Quarterly* is lifelong learning. I certainly view myself as a lifelong learner, whether it is learning through the successive jobs I have held or from my travels abroad and in Canada or from continuing education courses at my local post-secondary institution. Everything I do as an adult involves some form of learning and the development of knowledge, skills and abilities, whether that learning is formally accredited or not.

One of the reasons I am excited about my new position with C2T2 is the important role C2T2 plays in working with the education system to respond to the varied learning needs of our province's diverse population, regardless of their situation or stage in life. As *Charting a New Course* suggests, our mandate is to work closely with our college, institute and agency partners to help ensure that the accessibility, relevance and quality of the education services we provide to learners meets their personal, citizenship and employment goals. Flexible assessment practices, the development of outcomes-based curriculum, the appropriate use of education technology, the enhancement of transition from secondary to post-secondary education and/or work, and the focus on learning outcomes are all important roles of C2T2 as it promotes and supports integrated change at the faculty and institutional level, as well as in the wider community.

I look forward to my role at C2T2 as we work with our partners to serve the needs of lifelong learners. I especially look forward to working closely with the college, institute and agency system, as well as our associates in universities and in the secondary system, to determine how C2T2 can best support individual institutions and the system as a whole as we strive to provide flexible learning opportunities for learners.

Devron Gaber

— Devron Gaber

Letters to the Editor

With this issue of the *Learning Quarterly*, we are expanding the editorial policy to allow for a greater range of views. We will still provide the quality articles that we have been praised for, but we will also provide a forum for discussion, dialogue and debate so that important issues can be addressed from various perspectives to provide the reader with a richer, more interesting and more meaningful experience.

To achieve this goal, we are introducing a number of added features, including the Letters to the Editor column. Coming issues will feature "It's My View," presenting opposing views by two or more authors on the same issue. The *LQ* editorial board will choose the issue and writers will be invited to respond. Readers may submit their ideas to the *LQ* for consideration. We hope this feature will stimulate readers to think critically about issues and to add their own thoughts in the Letters to the Editor column. If a dialogue can continue beyond the *LQ*, so much the better.

It will take until the summer issue to get our new format established but we hope you will like the changes we are making. Your response is always appreciated. To let us know how we are doing, please e-mail us at <LQletters@ctt.bc.ca>, or by fax at (250) 413-4469.

The *Learning Quarterly* welcomes letters but reserves the right to condense and edit them. Letters, including those sent electronically, must include the name, mailing address and daytime telephone number of the writer. Although the copyright for letters, if they are accepted for publication, belongs to the Centre, the author of a letter has the permission of the *LQ* to republish it elsewhere. It is also the author's responsibility to attribute quoted material from copyright sources.

To the Editor:

I've been meaning to tell you how much I enjoyed the issue on general education. In fact, I confess to reading *LQ* regularly.

I've been a personal fan of the Meikeljohn/Tussman/Arts 1 approach for many years. It was wonderful to hear the many voices in *LQ* discussing, reminiscing, praising, and querying this approach over the last generation. As *Charting a New Course* becomes reality, it will be vital to make sure that everyone remembers the commitment to general education that it contains.

Regards,
Paul Ramsey,
Minister of Education

To the Editor:

I read with interest the article from *Learning Quarterly Online* called "In Praise of Conversation" by Ian Johnston and particularly his comments such as "For the Liberal Arts undergraduate the curriculum and the institutional arrangement of the timetable and the classroom not only do little to foster intelligent conversation, but often seem deliberately designed to inhibit it in every way possible."

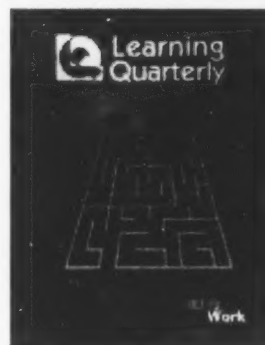
Our research involves looking at the role of dialogue in learning. One of our projects, called the Vicarious Learner, looks at the role of overhearing for student learning, as is possible in small group discussions. There are two aspects of our project that might be of interest to your readers.

First, we do find that students often do not discuss effectively because they simply don't really know how. We have developed a set of what we call "task-directed discussions" which create a structure for discussion that we find gets students discussing concepts far more quickly and easily than typical seminar groups do.

Second, we have looked at the use of technology to capture the most interesting discussions and make them available to students who wouldn't otherwise have the opportunity to hear their peers. We find that this is an effective learning resource and also seems to be quite valuable in creating the affective support of making, for instance, distance learners feel more a part of a larger learning community.

Sincerely yours,

Dr. Jean McKendree
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Guest Editorial

Lifelong Learning For All: A National, Social, Corporate And Personal Imperative for the Knowledge-Based 21st Century

Ron Faris

Learning is key to prosperity — for each of us as individuals, as well as for the nation as a whole. This is why the Government has put learning at the heart of its ambition....our Green Paper, "The Learning Age,"...[which] sets out for consultation how learning throughout life can build human capital by encouraging creativity, skill and imagination. The fostering of an enquiring mind and the love of learning are essential for our future success.

David Blunkett, UK Minister of Education

As Canada charts its course on the increasingly stormy sea of economic and social change, the contrast with many other nations is stark. Nowhere is this clearer than in the realm of education and training or, more particularly, in the emerging paradigm of lifelong learning which is informing major systemic change in leading nations as they prepare for the 21st century's knowledge-based economy.

This edition of the *Learning Quarterly* intends to show what lifelong learning looks like, that it can be a robust and meaningful concept, not just an honorific term, that it really is concerned with learning throughout a lifetime and not just continuing adult education. Further, it will be argued that nations that have viewed both their challenges and their resources through the lens of lifelong learning have gained new and worthwhile insights to which Canadians should attend.

Kjell Rubenson examines, from an international perspective, some of the major lifelong learning issues that need to be addressed in British Columbia. Carol Matusicky draws us from high matters of state to the state of our families and their crucial importance as our first and most vital workshop for learning. Carol Matthews reminds us of the seamless nature of learning and our need to adopt more holistic perspectives as we organize and deliver learning opportunities. Finally, Roby Kidd, a prophetic voice from the past, identifies twelve principles to govern the organization of lifelong learning which have stood the test of time.

By way of introduction, I consider how several nations have adopted the lifelong learning concept as a means of meeting massive economic and social challenges. I also focus on the foundational issues of prenatal and preschool provision and place them within the wider context of lifelong learning, including the adult stages of the life span to which several of the other articles chiefly refer. I conclude with a call for British Columbia to continue to lead the way towards a "learning Canada."

Taken as a whole, the contributors provide a reconnaissance of largely uncharted territory. Several features of the lifelong learning landscape have become clearer, however. The concept is not value free. It thrives in a land where freedom, social justice and democracy are the coinage of the realm. It is celebrated where people recognize that learning is a lifelong social process, not just an individual activity. It is a country which cherishes and nurtures its babies and children, challenges its youth, and values the reflective thought and wisdom of learning adults. It is found in nations that are learning societies led by learners.

Oh Canada !

Canada is the only major Organization for Economic Cooperation and Development (OECD) nation, including others with federal systems, which does not have national education and training goals or objectives, or related national strategies, let alone a federal department of education (in Canadian terms, perhaps a Learning Council?). Elsewhere, major reforms of education and training systems have occurred nationwide, increasingly informed by the emerging concept of lifelong learning as an organizing principle and social goal. Several nations with a shared British education and training tradition serve as examples:

- ♦ New Zealand, in the late 1980s, commissioned five reports on life-span education and learning needs from early childhood to seniors as the basis for their system-wide reforms. The mission of their Ministry of Education is "building a world-class education system in a lifelong learning society," and its seminal 1994 document, *Education for the 21st Century*, outlines a vision of a seamless learning system from birth throughout life.
- ♦ The Republic of South Africa, after researching the best practices globally, has adopted lifelong learning as an organizing principle as that nation engages in a desperate race to learn new social and civic attitudes, to ensure basic literacy skills for all, and to prepare for

Lifelong
LEARNING

a 21st century knowledge-based economy. Recent college and higher education legislation has been explicitly informed by national lifelong learning objectives as government engages in the vital task of reformation of the formal education system and the promotion of expanded non-formal (private and voluntary) sectors.

- ♦ The United Kingdom has a government which places education as its highest priority.² George Mudie has been appointed as Minister for Lifelong Learning in the new government to lead a wide range of action. The government has engaged in a national lifelong learning strategy which, as Prime Minister Tony Blair states, has "joined up" initiatives of many departments and agencies, including:
 - a C\$1.4 billion national Sure Start program for 0-3 year olds in greatest need
 - a national literacy and numeracy campaign in primary school
 - a Millennium volunteer scheme for voluntary youth service
 - development of system of "learning accounts" by the year 2000 to fund the one million adults engaged in self-directed or occupational learning
 - creation of a Web-based University for Industry aimed at small and medium-sized business
 - development of a national electronic learning network or "learning grid"
 - a network of "learning cities" in which colleges play a central role in local partnerships forged to achieve economic regeneration and greater social inclusiveness.

In addition, a Social Exclusion Unit, reporting to Prime Minister Tony Blair, has just published action reports on:

- school exclusion and truancy
- street people
- deprived neighbourhoods.

The UK, like other leading nations, has recognized that global competitiveness and social inclusiveness are twin objectives, neither truly achievable nor sustainable without the other, in the 21st century's knowledge-based economy. Human, social, and intellectual capital are the treasures of what the British describe as the "the learning age" and are seen as sources of competitive advantage in a knowledge-based economy.

In those nations dedicated to emerging lifelong learning models, committed leadership from government, not just education ministries or their equivalent, is seen as essential.³ They recognise that the education, training, and learning resources not only of all their portfolios

but also of the private (workplace and trade union learning) and voluntary sectors should be utilized. In sum, all of the resources—human, physical and moral—of the total learning system are being harnessed.

The concept is not value free. It thrives in a land where freedom, social justice and democracy are the coinage of the realm. It is celebrated where people recognize that learning is a lifelong social process, not just an individual activity. It is a country which cherishes and nurtures its babies and children, challenges its youth, and values the reflective thought and wisdom of learning adults. It is found in nations that are learning societies led by learners.

From Paris, with love

There are a number of reasons why lifelong learning is on the public agenda of many nations. The first is the commitment of two Paris-based international organizations, UNESCO and the OECD, to the concept. In 1996 both UNESCO's *Learning: The Treasure Within* and the OECD's *Lifelong Learning for All* called upon all member nations to endorse a strikingly different approach to education, training and learning. A shift akin to the Copernican revolution was called for, with learners and learning at the centre of the universe.⁴

The old notion of "lifelong education," or more coherent and flexible opportunities to participate in the formal education system, K to 20, has given way to the concept of lifelong learning where learning whatever, whenever, however, and wherever it is acquired is recognized, valued and celebrated. Such a concept encompasses the lifelong education component and views it as a necessary but not sufficient part of a wider, seamless learning system. As Alan Thomas says, "education and training float on a sea of learning."⁵

The designation by the European Union of 1996 as the European Year of Lifelong Learning was a stimulus for serious thought and action in and among the EU nations which carries on to this day. Increasing use of the European Social Fund to support innovative approaches to the disadvantaged and or non-traditional learners in the UK, for example, has resulted in such undertakings as the University for Industry as well as the "learning cities" movement.⁶

A scientific basis for concern

A second force for a life-span approach to learning and learners has come from the mounting body of neuroscience, health determinant, and early childhood education research. Research using new technological devices and techniques as well as new theories in the neurosciences has contributed useful findings to our understanding of the complexity of the human brain and our learning. Increasingly, substantial longitudinal studies have demonstrated the link between pre- and post-natal care and life-chances. There is also a growing body of research indicating substantial down-stream cost-savings to the public coffers as a result of high quality daycare or family learning programs. These have convinced European treasury board officials that preventative initiatives cannot only make substantial savings in longer-term public expenditures but also enable more people to enjoy a higher quality of life.

Many of us who have served in the field of adult education have neglected the research findings or programs of the early years of life and their implications for us as educators or citizens. Even enlightened employers, who stress the need for more intelligent and resourceful employees, seldom take a longer view of a workforce, say, twenty years into the future. In the knowledge-based economy employees need problem-solving and critical thinking skills, teamwork and inter-personal skills, as well as the fundamental skill of learning how to learn, the foundations of which are all laid in the formative pre-natal preschool period of one's life.

The lifetime learning potential of individuals has been linked to the prevention of low birth weight. Low birth-weight babies are at increased risk of illness and disability such as cerebral palsy, learning disorders, and visual problems. A ten-year French preterm birth prevention campaign which integrated patient, professional, and public education caused the national low birth-weight rate to fall from 8.2 percent to 5.3 percent. The greatest reduction occurred among women with the lowest levels of education.⁷

A recent Ontario study indicates that the prevention of low birth weight should focus on modifiable risk factors, such as maternal smoking, alcohol and drug consumption, very young maternal age, pre-pregnant and prenatal nutrition, maternal education, and, over the longer term, socio-economic status. Compared with children from rich families, poor children are 40 to 50 percent more likely to be born too small or too soon.⁸

Some leading scientists, such as Bruce Perry of the University of Texas, argue that a number of abilities or potentials are largely established by the age of three.

- Capacity for vocabulary development "closes" before the age of three.
- Capacity for trust of empathy and the ability to sustain intimacy closes before two years of age.
- Capacity to handle rage and anxiety and to control violent outbursts closes before the age of three (neglected children, ones from environments of chronic family conflicts, and those under constant threat have diminished capacity to handle stressful situations as well as underdeveloped reasoning capacity).
- Readiness to learn—the greatest single predictor of success in mathematics are kindergarten skills related to cognitive, psychomotor and social measures—is established by the age of three.

While some experts dispute some of Perry's conclusions, especially regarding the plasticity of the human brain, none disputes the importance of good nutrition and nurture for the fastest learners of our kind—our babies.

Early childhood research indicates that those who attend a quality preschool program tend to perform better, particularly on measures of general ability, language and cognitive development, as well as in reading and math in later years. Similar results have been shown from studies of "parent as first teacher" programs in the United States.⁹ Little wonder that attention is finally being paid to preventative and positive initiatives as the foundation of lifetime learning.

An investment in the foundation of learning

A cost-benefit analysis of preventative education and care was included in BC's Royal Commission on Education (1988). It found the 30 percent of all handicapped children of school age became handicapped during the last six months of pregnancy, during delivery or in the first week of life. The report also cited European studies which revealed that the educational costs, combined with the reduced earning power, of neurologically impaired children are ten times greater than investment required to offer preventative programs. Further, Scandinavian research indicated that nations with strong family education programs have significantly fewer neurologically impaired children. The Commission Working Group report noted that in 1987 the province spent more than \$200 million on special education programs—not counting the emotional and

financial costs to families, the health care system, and society in general.¹⁰ An estimate of an expenditure this year of over half a billion dollars in 1998 dollars on special education alone is probably conservative.

For every dollar invested in the three to six age level intervention the return is at least seven dollars in down-stream savings to the taxpayers.¹³

John Millar, BC's Provincial Health Officer, whose annual report always includes a commitment to lifelong learning as one of our health challenges, states that early childhood experiences have a major influence on a person's ability to lead a full, rewarding life as an adult. He explains that

During early childhood, as the nervous system develops, environmental influences become fixed into a child's emotional and intellectual makeup. Positive stimulation during early childhood promotes brain development and sets the stage for achievement in school and beyond. For some areas of development, a lack of appropriate stimulation in the early childhood years is very difficult to address through later remedial activities.¹¹

Fraser Mustard, a national leader in the movement for stronger preschool provision, cites the positive results of the High Scope (Perry preschool) longitudinal study which followed two randomized groups of children from poor social environments, one of which received "preschool intervention." The results, in terms of individual lives, were significant, as the intervention group, compared to the control group, had

- twice the employment rate
- one-third greater high school completion
- 40 percent lower crime rate
- 40 percent fewer teenage pregnancies
- substantially lower drug use.

Mustard notes that the study revealed that for every dollar invested in the three to six age level intervention the return is at least seven dollars in down-stream savings to the taxpayers.¹²

Informed by such studies, an array of highly effective preschool programs have been introduced by some jurisdictions. For example:

- France introduced preschool learning centres for all three year olds in 1990.
- Missouri, in 1981, initiated a highly effective Parents as First Teachers program for parents of babies and infants.

- New Zealand's nationwide Parents as First Teachers scheme has an especially effective Maori program.
- Sweden has a child-rearing scheme where both young mothers and fathers (about 30 percent take-up) may have alternating leave on 70 percent pay for the first crucial year of bonding and stimulation.¹³

These governments realize that if they wish a healthier, more productive workforce, and a more intelligent citizenry twenty years hence, they must foster the environments which are likely to produce such results.

Oh Canada!—this time with feeling

According to UN studies, Canada is the best place in the world to live for adults, but, as the Canadian Institute for Advanced Research and the Centre for Studies of Children at Risk point out, for children we are ranked twenty-first among industrialized nations. The recent report of the National Council of Welfare indicates that the number of children living in poverty, usually with their single-parent mothers, is over 1.5 million and rising. While the lifelong learning implications of this grave situation are largely unexplored, there is little reason to be complacent or polite. As John Ralston Saul has rightly observed, Canadians have historically fought systematic poverty through a strong public education approach.¹⁴ What will the response of our generation be?

The scene, in international comparative terms, is no rosier when one views the commitment of the private or corporate sector to in-house or on-the-job training. The 1996 World Competitiveness Report ranked Canada 37 out of 49 nations in this category. A recent analysis of BC adult education and training indicates that employer-sponsored training dropped from 26.1 percent in 1991 to 24.7 percent in 1993.¹⁵ If the corporate sector invests less in employer-sponsored education and training as we enter the 21st century's knowledge-based economy, who will provide the needed leadership nationwide and how will we be able to compete with those nations where private sector investment in education, training and learning is significantly higher than Canada's?

The federal government's cutback in post-secondary funding has resulted in a nationwide trend, bucked by BC, towards significantly increased tuition fees. Yet access to post-secondary education is a value shared across Canada, and crucial to our future in the evolving knowledge-based economy. The recent appeal by BC's Advanced Education Minister Andrew Petter for a national post-secondary tuition freeze while the provinces work with the federal government to develop a national strategy for post-secondary education is time-

ly. Could we not build upon such a positive initiative to urge development of a national lifelong learning strategy that would provide a framework for a coherent and comprehensive approach to learning throughout life?

British Columbia—The Learning Province

Perhaps no province has stronger foundations than BC for building the first coherent lifelong learning system in Canada.¹⁶ In the college and institute sector, for instance, the growing use of outcomes-based curricula, and the associated use of prior learning assessment, have been at the heart of learner-centred change that leads English-speaking Canada. The recent announcement by Petter and Education Minister Paul Ramsay that tuition-free adult basic education would be available from colleges as well as school districts is yet another step towards a co-ordinated approach to what could be part of a provincial lifelong learning strategy. The new pilot Youth Community Action program to enable students to earn post-secondary tuition credit via service in the voluntary sector is another positive initiative—and perhaps an initial move towards the very effective service-learning approach found in many US colleges and schools.

The province has, over the past decade, incrementally developed important elements of an infrastructure for a knowledge-based economy. The recently announced Provincial Learning Network, coupled with the recently introduced comprehensive Open Learning Agency (with its Open School, Open College, Open University,

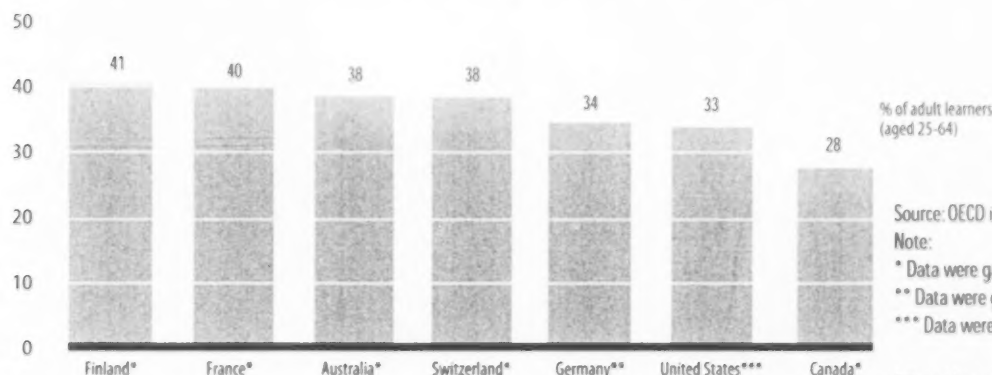
Workplace Learning Unit, Credit Bank, and Knowledge Network), provides a strong technological base for a flexible learning network. In collaboration with colleges, institutes, universities, schools, libraries and museums—to name some key partners—the OLA is set to play an increasingly important role in providing world-class resources to even the most geographically or socially isolated individuals.

In addition to the ministries of advanced education and education, key ministries in such areas as health, children and families, labour and aboriginal affairs, and forests have identified learning objectives, and introduced programs to achieve them. When taken together, they can become a "joined-up" solution to the many deeply rooted and seemingly intransigent joined-up problems such as unemployment, poverty, poor health, and poor skills.

Given the provincial commitment to education—frozen post-secondary tuition fees, among the highest post-secondary participation rates in the nation, the highest participation rate in adult education and training in Canada, increased classrooms and teachers for K-12—a logical next step would be the joining up of programs under a comprehensive strategy in which the lifelong learning concept was the organizing principle and social goal. Thus British Columbia could become explicitly what it is fast becoming implicitly: the learning province of Canada. 

The International Picture

Lifelong learning is by no means only a Canadian phenomenon. Across the globe, adults are recognizing the benefits of continuing education. In fact, by the mid-1990s, participation rates in job-related education and training in many other industrialized countries were high.



Office of Learning Technologies, HRDC
<<http://olt-bta.hrdc.dhrc.gc.ca>>

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Technology Education Design Forum

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C2T2 in partnership with ITAC, MoE, MAETT and the BC Technology Educators' Association, is hosting a Design Forum for Technology Education. The Forum will provide an opportunity to discuss the recommendations of the "Vision Paper for Technology Education" currently being produced by BCIT under contract to the partners. The major stakeholders will be invited to make presentations on the vision paper and the role they wish to play in its implementation across both the secondary and post-secondary systems. The Forum will consist of a major speaker on the topic of technology education, and presentations by the industry and organizations involved in technology education.

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The Great Challenge for BC: Lifelong Learning for All

Kjell Rubenson

Policy documents from various nations, as well as reports from intergovernmental organizations, such as the European Union, the OECD, and UNESCO, uniformly promote lifelong learning as the foundation for adult educational and training policy. In 1996, UNESCO chose the slogan "lifelong learning for all" for its midterm strategy covering the period 1996-2001. In the same year the OECD conference of ministers of education proposed that member countries adopt "making lifelong learning a reality for all" as a priority for the ensuing five-year period. This brings the question of adults' readiness to actively engage in learning to the forefront of the research and policy agenda. Despite the emphasis on lifelong learning for *all*, even a superficial reading of the international literature indicates several contradictions in the discourse surrounding lifelong learning and a lack of serious interest in who benefits.¹

Thus, instead of just promoting lifelong learning as a solution to economic and social problems facing society, serious attention needs to be given to what influences adults' readiness to engage in learning and to developing an understanding of why large groups are excluded from the emerging learning society. Of special interest is the relationship between everyday learning—the influence of the nature and structure of everyday experiences—and participation in organized forms of adult education and training. For example, does everyday learning increase or decrease the knowledge gaps between ethnic and social groups? Using the findings from the *International Survey on Adult Literacy* the purpose of this short article is to point to some important issues with regard to lifelong learning that need to be addressed within the BC context.

Articulation of the concept of lifelong learning

The concept of lifelong learning is based on three fundamental assumptions: that education should be lifelong and life-wide, and that the learner must be motivated.² First, "in lifelong education all people should continue a process of further learning and continuous self-education throughout their lives."³ Thus it

is not possible to concentrate only on post-compulsory education. Instead, the formative years are considered of crucial importance, and pre-primary and primary education is very much in the frame.

The issue of life-wide learning raises certain questions: Does a coordinated policy exist between sectors? How efficiently are resources used? Is there a mechanism for coordination between ministries with responsibilities for different segments of lifelong learning?

The lifelong aspect raises questions about the structure and interrelationship between different sectors of the educational system. A crucial prerequisite for lifelong education is a system that promotes smooth progression with no programs leading to dead ends. Mechanisms for transition from school to work and repeated later transitions between work and education and training are highlighted.

Equality is a core issue. It is no longer sufficient to consider equality from a front-end perspective; it must be addressed from the lifelong, ie, the life cycle, perspective. This shift has far-reaching consequences for the type of educational statistics to be collected and for research on the education and life opportunities.

Second, "life-wide learning" implies that learning occurs in many different settings. It recognizes that many important learning influences are found outside the formal educational system. Embracing life-wide learning also carries far-reaching consequences for educational policy. The essentials of educational services must be reconsidered and increased value allocated to learning events and opportunities outside the formal educational system. Coordination becomes a major practical problem, as all forms and kinds of education are treated as a single whole. The issue of life-wide learning raises certain questions: Does a coordinated policy exist between sectors? How efficiently are resources used? Is there a mechanism for coordination between ministries with responsibilities for different segments of lifelong learning? With more and more non-formal adult education occurring at the work site, the relationship between publicly financed and industry-financed adult education and training is a crucial strategic issue. Financing must be addressed

differently within a perspective of lifelong learning and/or a more diversified "system" of adult education.

As people increasingly engage in various forms of non-formal education, discussions will ensue on how these activities should be recognized. The education ministers' communiqué, *Making Life Long Learning a Reality for All*, points out that these changes require improved mechanisms for assessing and recognizing skills and competencies—whether acquired through formal or non-formal learning.⁴ Ultimately, one would look for forms of evaluation independent of the context under which the learning occurred. An example of this is the recent initiative by Statistics Canada and the OECD to assess functional literacy in the adult population.⁵

The life-wide aspect is not confined to non-formal education. How is the world outside recognized in day-to-day work inside the school? Is cooperation between the school and popular movements and other voluntary associations acknowledged, for example? At the very core of lifelong learning is the informal or "everyday" learning, positive or negative.⁶ Here, the issue is the nature and structure of everyday experiences and their consequences for a person's learning processes, ways of thinking, and competencies. What challenges do people face? What possibilities do these

challenges create, not only for restrictive forms of learning, but also for investigative learning promoting new ways of acting?⁷

Third, the motivation principle states that lifelong and life-wide learning depends on the individual's possession of the personal characteristics necessary for the process. In the literature, this principle is commonly discussed in terms of fostering the motivation and capacity for learning to learn, which brings into focus the quality of pre-primary and primary education. From a lifelong angle, it becomes important to observe how, during the course of a life cycle, motivation is closely related to the structure and processes of day-to-day situations and how these promote the desire to engage in organized learning activities and/or investigative learning.

The changing discourse of lifelong learning

A reading of the literature on lifelong learning indicates a first and second generation of lifelong learning. The two generations seem to be informed by competing ideologies and are rooted in different policy imperatives on education. Moreover, they contain markedly different notions of what a realization of the principle of lifelong learning should look like.

With a few exceptions, most of the literature on the first generation of lifelong learning was done under the auspices of UNESCO and aimed at clarifying the concepts. Within UNESCO, conceptual work stressed that the evolution of lifelong learning involved the horizontal integration of education and life. A precondition for lifelong learning was said to be a changed conceptualization of education, encompassing formal, non-formal, and informal settings for learning. An important issue in the analysis was how a system of lifelong learning could reduce rather than increase educational gaps in society. Through self-evaluation, self-awareness and self-directed learning, people were expected to work towards achieving the central goals of democracy, humanism and the total development of self. Theorists warned against narrowly conceptualizing lifelong learning as an extension of the idea of retraining without taking into account the humanizing qualities of individual and collective life. It was stressed over and over that a crucial weakness in the structure of society is the absence of political will, not only for the democratization of education but also for the democratization of society. In order for lifelong learn-



ing to become a reality, it was pointed out, people should live in a context that encourages them to want to learn.

The writing on lifelong education and lifelong learning at this time was a strange mixture of global abstractions, utopian aspirations, and narrow practical questions that often lost sight of the overall idea. The first generation's idea with its roots in humanistic traditions and utopian vision quickly disappeared from the public discourse.

Driven by a different ideology with different goals and dreams, the idea reappeared in the latter part of the 1980s. Judging from national policy documents, as well as those coming from intergovernmental organizations like the European Union, the OECD and UNESCO, it is evident that lifelong learning has become the New Jerusalem by promising to solve some of the economic and social problems facing the industrialized world. The discourse on the second generation of lifelong learning is, at its core, almost exclusively structured around an "economistic" world view. In view of the broader political developments, it is hardly surprising that policy documents on lifelong learning from various countries written since the 1980s reflect an erosion of commitment to equality. Instead, the concerns are with accountability, standards, relevance to the needs of the economy and cost effectiveness.

Interestingly, the second generation of lifelong learning has seen a stronger commitment to the life-wide aspect of the idea. For example, the OECD has replaced its former concept of recurrent education with the broader idea of lifelong learning. This coincides with a noticeable change in the OECD's interpretation, from

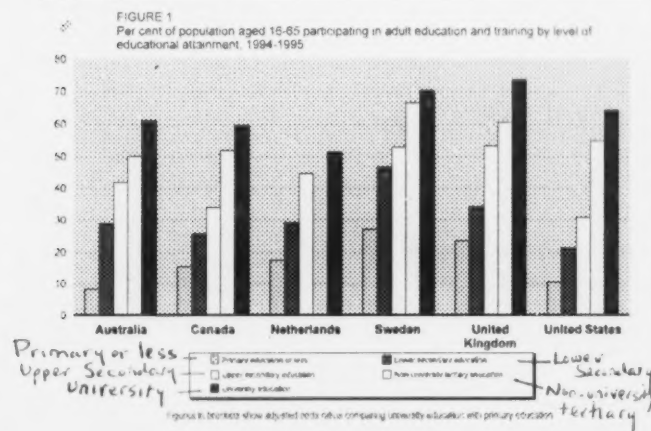
a narrow focus on higher and secondary education to the broader perspective of lifelong learning. "Ministers agreed to focus on how to make learning a process extending from early age through retirement, and occurring in schools, the workplace and many other settings."⁸ To think about lifelong learning in this broad all-encompassing way is a change of Copernican magnitude with enormous consequences for how we address lifelong learning for all.

Some results from the International Adult Literacy Survey

The *International Adult Literacy Survey* (IALS) data set consists of a large sample of adults (ranging from 1500 to 8000 per country) in eleven countries.⁹ The persons involved in the study were given the same wide-ranging test of their literacy skills and a questionnaire collecting information about family background and literacy practices in the home, work situation, leisure activities and involvement in everyday learning activities as well as in organized forms of adult education and training. This study strongly confirms the challenges involved in making lifelong learning a reality for all. Thus, the IALS data clearly show that readiness to learn as an adult are formed by what can be labelled "the long arm of the family" and "the long arm of the job."

There exists a strong link between an individual's level of functional literacy and the literate culture of the family in which the person grows up. While roots are established during childhood, readiness for learning is further fostered by the educational system. The same social and cultural forces that are behind the relationship between early literacy and family background also link the distribution of educational attainment as well as reading and writing habits as an adult across different socio-economic groups.¹⁰ Not surprisingly, participation in adult education and training increases with the level of education: the higher the educational attainment, the more likely a person is to participate.

Figure 1 shows the relationship between participation in adult education and training by level of education attainment for six countries. The long arm of the family—as reflected in the relationship between social background, educational attainment and participation in adult education—is noticeable in each of the countries, but seems stronger in some than in others. Looking at the United States as an example, only 11 percent of those with a primary education or less par-



ticipate in adult education and training, compared with 64 percent among those with a university education. In the Netherlands and Sweden, the differences between those with little previous education and those with extensive education are smaller than in the other countries. In Sweden, the high level of participation and somewhat lower level of inequality might be explained by the country's long history of adult education. Other important factors are a large publicly funded voluntary sector and funding earmarked for recruiting groups with low readiness to participate. This involves funds for outreach activities at work and in the community and study assistance for long and short courses. In the Netherlands there has been an attempt in recent years to strengthen the adult education sector and to find new ways to combine private initiatives with the committed involvement of social partners.

Thus the data suggest that while the long arm of the family will always be present, public policy can somewhat reduce its impact on readiness to participate in adult education and training. Further, a realistic policy on lifelong learning for all must be based on an understanding that, thanks to the long arm of the family, not all adults are ready to make use of existing opportunities for education and training. If a strategy's point of departure is the notion that adults are completely self-directed individuals in possession of the tools necessary to seize on adult education opportunities, then that strategy is doomed to widen, not narrow, the educational and cultural gaps in society.

IALS data on participation and everyday learning confirm an influence perhaps best characterized as "the long arm of the job," the increased importance of adult education and training as investment. The increase in employer-supported activities is a dramatic change that has radically altered the landscape of adult education over the last two decades. About half of all participants attend an employer-supported course. While employer-supported education reaches a large number of people, the duration is substantially shorter than for non-employer-supported activities. In all countries, women benefit less often than men do from employer support for their education; they must instead rely on alternate sources—mainly self-financing.

The strong influence of the world of work is also evident in motives to engage in education and training. Not only do participants supported by their employer almost exclusively give job-related motives but also a

large proportion of participants in courses not sponsored by their employer report reasons linked to job and career. This is particularly the case in the Anglo-Saxon countries.

As adult education becomes increasingly linked to work, strategies for lifelong learning for all must recognize the inequality inherent in receiving employer support for education and training. It is also important to consider how the workplace frames the nature and quality of everyday learning and the extent to which it fosters a readiness to seek non-employer-supported education. The analyses show that the likelihood of an employee receiving some support for education and training from the employer is related to the size of the company he or she happens to be working in, the occupational status of the employee and the importance of literacy skills at work. In general, it is a handicap to work in a small or medium-sized company when it comes to benefiting from employer-supported education and training. There is a very clear relationship between occupational status and employer support for education and training.

Factors, like size of company and occupational status, are mainly a proxy for situations at work that influence training decisions but do not say anything about the actual nature of the job and the training needs associated with it. It is therefore of interest to look more closely at the relationship between reported use of literacy at work extent of employer-supported education and training. The IALS study reveals a strong connection between employer support and the use of literacy on the job. The more demands that are made on the use of literacy skills the more likely it is that the employer will invest in an employee's education and training.

These findings shift the discussion on a strategy for lifelong learning for all from a narrow supply question to a demand issue. Both the employer's willingness to support an individual's learning activities and the person's own incentive for investing in learning are strongly influenced by the actual opportunity to use literacy skills at work. People outside the labour market or in undemanding jobs are clearly up against a barrier with regard to both learning itself and their readiness for it. This situation, in combination with the fact that publicly funded adult education is increasingly related to work and employer support, is the reality in which a strategy for lifelong learning for all must be grounded.

Conclusions

The overall conclusion is that British Columbia, as well as every country in the IALS study, faces major challenges in extending lifelong learning to the least qualified. With literacy skills becoming increasingly important in recruitment and screening practices, low-skill adults, young as well as old, are at risk of being routinely excluded from the labour market.¹¹ The large number of adults with a low literacy level creates a ticking time bomb. Worse, the analyses reveal that the people most in need of expanding their learning seldom participate in adult education and training and spend little time engaged in everyday reading either at or outside work. It is not simply a problem of disadvantaged people not participating in the sort of learning that can improve their situation, but one of their contexts at or outside work that do not stimulate a readiness to engage in learning. Thus, before discussing policy options, it is necessary to begin with a basic assumption: lifelong learning for all can only be achieved in a society that actively engages and make demands on the literacy skills of *all* its citizens. It is conditional on a working life organized in a way that promotes investigative learning and a society where people are encouraged to think, act, and be engaged.

A compartmentalized approach, where the various problems and solutions are dealt with in isolation from each other, is no longer sufficient to developing a strategy for lifelong learning. A new approach is called for, one that would involve the cooperative efforts of different policy sectors such as the labour market, education, welfare and culture. Currently, there is not only a lack of cooperation among various sectors but also fragmentation within specific sectors. Thus, when addressing the worsening labour market situation for those with low literacy skills, it is not enough to concentrate on those already unemployed; the broad strategy needed also includes those at risk of being made redundant. Obviously, no one formula will work everywhere; each country must, according to its structures, history and culture, find the most appropriate approach to a coordinated strategy for lifelong learning for all.

Of particular importance, although not the only central issue, is the balance between private and public responsibilities and initiatives. The present situation calls for a renewed discussion on the role of the state and public—or publicly supported—education and training in relation to education and training initiated and financed by employers. It is all too common to set aside

this thorny issue when dealing with strategies for lifelong learning. Thus, while the OECD's *Reviews of National Policies of Education* show that countries do give serious consideration to the role of the public educational system in human resources development, most nations lack a similar analysis of the private sector and the interplay between the two.¹² The message emerging from the IALS survey research is that a fruitful strategy for lifelong learning for all is as much an issue of labour market policy as of educational policy. "Interplay" is the key word here; with the changing nature of work, the long-established division of roles between the public and private sectors has become antiquated. Another distinction which has dissolved is that between adult education for personal development and job-related training; each contributes to the other, a fact that must be reflected in adult education policies.

Ever since the discussions on recurrent education, there has been a constant debate on how to pay for lifelong learning, and particularly on how to deepen the involvement of the private sector.

It is obvious that lifelong learning is not solely the domain or responsibility of government and the public sector; industry has to play a major role. Ever since the discussions on recurrent education, there has been a constant debate on how to pay for lifelong learning, and particularly on how to deepen the involvement of the private sector. Although different strategies have been tried, such as the introduction of a training levy, there is no agreement between or within the scholarly and policy communities on what really works. The 1970s saw a strong push for direct involvement by the state in regulating industry education and training. This was replaced in the 1980s by the firm conviction that if only matters were left to the market, an efficient system would evolve.

The analyses on participation in education and training briefly presented above reveal that there are serious problems with a mainly market-driven approach; consequently, the state cannot totally abandon its responsibility. This does not suggest a return to the strategies of the 1970s but rather a search for new workable solutions. One possibility that is both interesting and promising is the parapolitical board. Under this scheme the major task of the state is to bring the

central partners together and help to foster a common understanding of the underlying issues, which can then form the basis for a cooperative working strategy. The strong link between reasons people have for participating in adult education and the long arm of the job has to be recognized. It is not enough merely to be critical of what is seen by some as a vocationalization of adult education. Instead, a strategy for lifelong learning for all must take account of what seems to motivate an adult to learn. This does not imply that the education ought to be some form of narrow, very specific vocational training. On the contrary, those with limited literacy skills are most in need of a broad general education that will better equip them to be fully involved both at work and in society. However, the findings suggest that it is difficult to recruit adults to general adult education like that offered high school students. Employers' investment in education and training is important, but it is usually of short duration and less often directed to those with insufficient literacy skills. It is therefore necessary to search for new models that can provide a broad general upgrading and at the same time be relevant and connected to the world of work.

In order to reach those most in need, a workplace strategy will have to be combined with utilization of the community and the volunteer sector. The *Reviews of National Policies of Education* from the last decade send a strong message about the present and future importance of the voluntary sector in delivering adult education. According to some country reports, this sector is more flexible and adapts to new demands more quickly than the formal system. Also it seems to reach adults who otherwise would not enroll in adult education. The voluntary sector has played a significant role in the promotion of civil society—an important task not only in the former Eastern European bloc but also in a Western world searching for a new social contract. However, the integration of popular adult education into a comprehensive policy can be successful only if direct state intervention is avoided. As long as the goals for which state funding is received are fulfilled, the sector must be left to itself. However, this "hands-off" requirement might be perceived as a threat by the state bureaucracy, which could deter funding.

A vital policy issue is how existing funding regimes affect the recruitment of those traditionally not participating. In a market-driven system it is obvious that advantaged groups will strongly influence patterns of

provision. However, there is also evidence to suggest that even organizations with declared ambitions to reach disadvantaged groups are actually providing a product that corresponds best to the demands of the advantaged.¹³ This is a result of existing funding regimes not compensating for the increased costs involved in recruiting the underprivileged.

At a time when government policies seek to increase efficiency by adopting a more market-oriented approach and outcomes-based funding, there is a growing likelihood that the provider serves those easiest to recruit and most likely to succeed.¹⁴ Swedish adult education policies over the last twenty-five years shed some light on the influence of the funding regime on recruitment effects. The experience shows that general policies are not effective when it comes to recruiting disadvantaged groups, since traditionally strong groups are consuming the resources.

If the policy statements of the OECD and UNESCO on lifelong learning for all are to be taken seriously, adult education and training can no longer be treated as the "poor cousins." The great challenge is to ensure that they become integrated into a cooperative strategy on lifelong learning. Having understood the impact of the long arms of work and the family, and their influence on everyday learning and on participation in organized education and training, we must find new approaches to stimulating adults' readiness to learn. 

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Family Learning: Some Reflections

Carol Matusicky

The family is a workshop in social change

—Elise Boulding

The learning that takes place within families is probably not something we give a lot of thought to. It happens. Yet when we reflect on it, the learning that takes place in the context of families is truly lifelong and profound. It spans not only our life cycle but also several generations, and is a combination of experience, lessons learned and life lived.

Family is where we first learn to tell our head from our toes. It is the place where we learn language, one of the most precious, complex and far-reaching abilities, affecting all of our subsequent learning as well as our social interaction. It is in families that children are first given voice and the foundational skills for a lifetime of literacy. While educational institutions and programs can build upon the capacity of parents, siblings and other family members as the first teachers of a child, they rarely substitute for or surpass the family in its power to influence a child's abilities and attitudes towards learning, language and literacy.

Culture, customs, values and attitudes are all first learned within our families. So are life's essential skills as well as our ability to cope with life's challenges. Whatever the learning, it is something that not only passes from adult to child but from child to adult: lessons about patience and playfulness, for example. In effect, the roles of learner and teacher are constantly flowing both ways between family members. An uncle might teach his nephew how to drive a car; the nephew, in turn, might show him how to surf the Net. As a pre-teen babysits her cousin and helps him learn how to dress himself, she's probably learning some important lessons about patience and about some of the skills she'll need later with a child of her own.

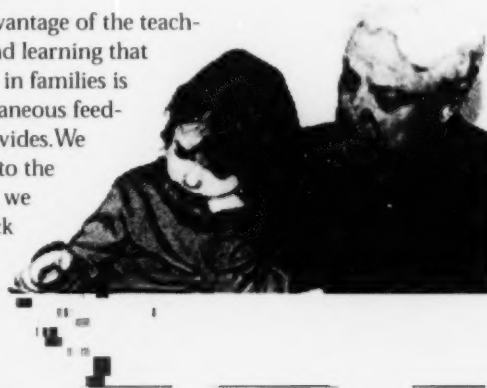
The topic of family learning seems to have taken a back seat in the past decade, certainly within the field of family studies and within the social sector in general. In the 1970s and early 1980s, family learning was often a topic of consideration and focus. Nationally, for example, the Vanier Institute of the Family published various papers, such as *Learning and the Family: A Conceptual Framework on Learning*,¹ and formed a task force on family learning. During this period, sociologist Elise Boulding emerged as one of the most challenging voices regarding the role of families in

learning. She positioned the family as a "workshop in social change," rather than as a guardian of social order. She characterized the family as an active vital force, as a creator and agent of change, as a source of new images nourishing the future. This view was and is in sharp contrast to the general view that the family is a passive reactor, a receptor of change, buffeted about by innumerable elements in the larger external society. In her view families, in interaction with various institutions in society, are able to affect and change these institutions. She sees families as being both adaptive and proactive, as helping the individuals in them survive or overcome crises as society moves from one era to the next.²

One advantage of the teaching and learning that takes place in families is the instantaneous feedback it provides. We only learn to the extent that we get feedback on our ideas and behaviour. In the

larger social system outside of the family, we engage in a wide variety of activities in the workplace, the school and the community, yet we may never get feedback on the good things we have done or on the mistakes we have made. In families, feedback comes quickly. "That was great!" "Gee, that was crummy!" In the microcosm of the family, we generally obtain continuous feedback about the judgments we make and the consequences of our behaviour. This is not a description of life in some idealized family. The mistakes, the fights, the struggles, the conflicts over who gets the family car, the debate over a teen's curfew or how we'll make ends meet, and all the accompanying hostility that can surround some intense issues, is part of a feedback system that helps us to grow up being able to assess a rapidly changing complex environment. While we don't often realize what it is that we are learning in the family, we are constantly drawing on knowledge that we have gained in family living.

Perhaps one of the most salient preconditions for learning is openness. At its best a family can create an environment that allows individuals to drop their



guard, to become vulnerable, to become open. In public and formal learning contexts, we are often so busy with the vulnerability issue that the potential learning is reduced. In families, each person is a member, not a "student," and learns the benefits and responsibilities of membership on a daily basis.³ Perhaps the family is the only institution that is resilient enough to provide that kind of context for learning.

"Family Learning Activities in British Columbia," a discussion paper commissioned by the BC Ministry of Education, highlighted family learning.⁴ The topic was identified for study and focus by the BC Ministry of Education, Ministerial Advisory Committee on Continuing Education, following a provincial conference on the topic of family learning activities. The discussion paper had as its focus family learning activities as they relate to the continuing education divisions of the BC public educational institutions.

The paper was intended to stimulate discussion on family learning activities, not only among public educational institutions but also among the broad range of community agencies that offer family learning activities or are concerned with supporting families in all their diversity. For purposes of the discussion paper family learning was interpreted to mean: 1) learning that takes place *within* the family; for example, learning how to relate, developing a sense of identity; learning values, sex roles; 2) learning *about* the family; for example, a new parent joins a parenting group to learn about his or her role as a parent and 3) learning *for* the family; for example, courses and opportunities for families to come together as a family to learn something together, something that will enhance their family life; or, learning *for* the family may involve one family member learning a new skill or hobby that can be brought back to the family.

The discussion paper was followed by a second provincial conference in 1981 on family learning activities in BC, which brought together a wide range of volunteers and professionals from both the community and the public educational sector. Two years later, in 1983, a consortium of British Columbia educators for family learning was established to foster creative ways of enabling and encouraging adult educators to work cooperatively with a wide range of community groups, service agencies and individuals as they addressed the issues, problems and learning needs of "families in transition." With a small amount of seed money, vari-

ous projects were initiated throughout British Columbia by community agencies in collaboration with community colleges, which resulted in a variety of family learning events taking place in communities.

The consortium was open to all adult educators from every part of BC and had as its long-term goal to place community education in relation to family learning at the top of the agenda of public education in the province. The consortium sought to bring about cooperation among public education institutions and community organizations in meeting the learning needs of families as family members were increasingly faced with the rapidity of change in every aspect of their lives both in the home and in the world of work.

The consortium as an entity no longer exists. It was among the victims of government restraint. The goals, however, of the consortium still strike me as worth pursuing. The questions its activities raised are still pertinent today. How can learning in our communities and in the educational institutions in our communities acknowledge, promote and value the learning that takes place in families? How can educational institutions in our communities become places and settings where the learning that takes place in families is built upon and continues? How can individuals and families be supported in their learning through more cooperation between community agencies and educational institutions? What kinds of changes need to take place and what developments should be encouraged within public educational institutions to enhance family learning?

With the attention being paid today to research on brain development and the critical and central role that early life experiences play on how the brain's networks are formed and how effectively the whole neural system will work, the key role of families in the nurturance and stimulation of the child's world is again underscored. We are, it seems, re-discovering that learning is truly lifelong and that it truly does begin at home. ■

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A New Architecture for Lifelong Learning

Carol Matthews

"It is a city of light," he said to himself. "The tree of knowledge grows there," he added a few steps further on. "It is a place that teachers of men spring from and go to. It is what you may call a castle, manned by scholarship and religion." After this figure he was silent a long while, till he added: "It would just suit me."

Thomas Hardy, *Jude the Obscure*

Just over a century ago, Thomas Hardy wrote this description of Jude Fawley's response to his first sight of the dreaming spires and gleaming topaz domes of Christminster, Hardy's fictional portrayal of Oxford University. In this story which, according to the author's preface, points to "the tragedy of unfulfilled aims," we witness the steady descent of a young person who struggles unsuccessfully against the financial, familial and social barriers that prevent him from satisfying his lifelong passion to learn. The forces that blocked Jude from becoming a student at Christminster still oppress or stifle us today, despite many recent governmental attempts to increase access to education for non-traditional students. And, even though much has changed since Hardy's time, and the Oxford colleges and Canadian universities are now inhabited every summer by leisure-suited Elderhostel students on literary travel outings, we have not yet become a learning society which welcomes diverse learners and extends opportunities to them throughout their lives.

As individuals and as members of a community, our humanity is linked to our ability to learn. Like Jude, people of all ages feel deeply a desire for and delight in learning—a lifelong yearning to know and understand. More than curiosity, more than exigency, this yearning is at the core of our being. In *The Fifth Discipline*, Peter Senge asserts that

Real learning gets to the heart of what it means to be human. Through learning we recreate ourselves. Through learning we become able to do something we never were able to do. Through learning we perceive the world and our relationship to it. Through learning we extend our capacity to create, to be part of the generative process of life. There is within each of us a deep hunger for this type of learning.¹

As our world becomes increasingly inundated with information that is fragmented and unexamined, it becomes more and more critical for people to participate in lifelong learning opportunities, opportunities to manage information, and to gain and integrate knowledge in a meaningful, coherent and useful way. Thus, in reports from government and policy-setting organizations, we see frequent references to the importance of lifelong learning. It is not merely humanitarianism, however, that prompts governments to promote lifelong learning; rather, it is the pressures that are associated with the information society, such as globalization and increased competition. In the North American Institute's conference, entitled *Learning for Life: Education for an Economically Competitive and Socially Responsible North America*, the two aims of economic competitiveness and social responsibility are intertwined throughout the discussion. Similarly, in *Charting A New Course*, British Columbia's strategic plan for the colleges, institutes and agency system, there is reference to "a constantly changing economy and labour market and the resulting demand for lifelong learning" and a proposed new vision for the system of the future which "must balance economic and social demands."²

Understandably, given the economic environment, such reports embed the goal of providing individual access to lifelong learning opportunities in the context of economic competitiveness. Not surprisingly, there is frequently a tension between these two concepts, and we tend to view lifelong learning in separate categories: learning for learning's sake (or "learning for life"), and learning that is related to employment (or "learning for work"), but these distinctions do not really help us. As both Gary Bauslaugh and Ron Faris have pointed out in a recent issue of the *Learning Quarterly*, education and work are not necessarily opposites and indeed there is a necessary synergy between learning and working.³ Ron Brown comments on the need to break down the distinction between academic and applied programs. As Brown notes, these distinctions create categories which suit "the needs of the labour market, not the needs of students."⁴

Most of the post-secondary institutions in British Columbia are attempting to become, if not truly inclusive, at least less exclusive than they have been in the past, and they are struggling to meet the public policy goals of equity and to become accessible to different

kinds of students in a range of different settings. This includes the reexamination of prerequisites, experiments in flexible assessment practices, attempts to provide continuous entry into programs, revisions to curriculum to make it more suitable to adult learners, changes in timetabling, and so forth. With initiatives such as institution-based training, welfare to work, youth works, learning partnerships, and forest renewal programs being introduced at dizzying speed, administrators and faculty are working on these and other new approaches that will help them to accommodate the learning needs and interests of a new and diverse group of learners.

Despite some modest successes, such efforts at integration have produced many conflicts and tensions and have intensified the polarization between those who wish to maintain historical practices and those who wish to initiate change. The polarization is apparent in the differentiations being made between academic and applied programs, between base and non-base programs, between traditional and non-traditional programs, between full-time and part-time programs—the list goes on and on. Such tensions are perhaps most acute in some of BC's university colleges, where there is increasing segregation between faculty teaching in different areas of the institution, between academic and non-academic programs and between upper-level and lower-level courses, and where recent discussions about traditional ranks and titles have challenged the climate of collegiality that existed in the early days of community colleges.

How, ultimately, our publicly funded educational institutions will respond to demands of the new lifelong learning ethic will be interesting. Michael J. Hatton observes:

First, there will be more institutions, many of them private, and a variety of programming of all types and all levels will be demanded and made available. This will not only result in increased competition and have taxpayers questioning why the public sector shouldn't be less involved, or not at all, but it will also query the broader role of continuing and higher education. Currently, most of what higher education does is to exclude. Through exclusion institutions limit entry into occupations and social status, and are mostly graded on this ability to exclude. The most exclusive institutions of them, and those that want to be exclusive, may not join the lifelong learning path. Instead, some may con-

tinue to be what they are, schools for the few rather than schools for the many.⁵

Where, then, should today's Jude look for a place that would "just suit" him, a place that would fill his hunger to learn, especially if that deep yearning does not fall neatly into any one category? As it is, every year many thousands of students sign up for community and continuing education departments which offer a broad range of general interest and vocationally related programs, with a single point of entry, and which are accessible, flexible and sensitive in their response to adult learners. Through continuing education programs around the province students can enrol in general interest courses in language, literature, or fine arts, for example, or in any number of personal and community development courses. As well, more than 212 part-time programs in colleges, university colleges, institutes and universities in BC offer continuing education credentials. These job-related credentials are offered in such disparate areas as American Sign Language, dental office reception, leadership development, medical office assistant, microcomputer applications, teaching English as a second language, travel agent training, special education teaching assistant, and volunteer management. Adrienne Chan observes that

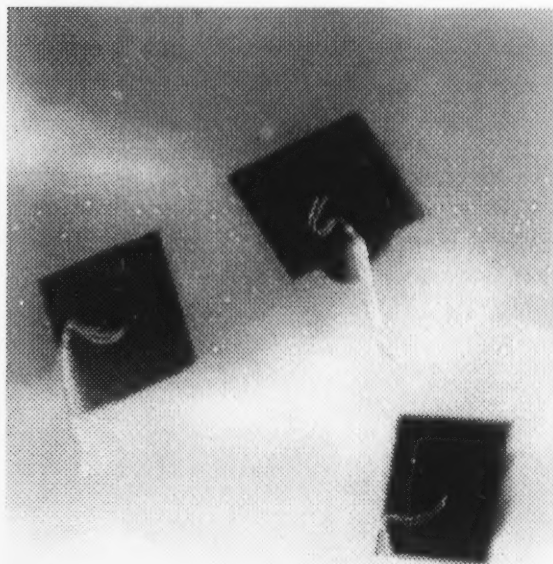
Continuing education has moved into a pivotal role of providing learning opportunities for skill development, professional development, and learning in the workplace in flexible formats and models. Continuing education has prided itself on developing community focused and responsive educational opportunities to meet changing needs and demands of learners.⁶

Continuing education courses and programs are available throughout the year in accessible formats suitable for mature working students and, in most cases, with short waiting periods. Although some form of articulation—laddering into credit programs or prior learning assessment—is available in more than half of the listed continuing education credential programs, it is still difficult for students to have this learning recognized in the more traditional programs and there is no easy flow between credit and non-credit



programs. It will be hard to respond to the government goals of equity and access if we are not able to overcome the increasing rifts and schisms that are developing between different program areas. We must prepare a vision and a framework to facilitate the accommodation of students and programs. However, the current hierarchical structures of our institutions separate us in ways that make the development of such a shared, democratic vision very difficult.

While receiving one of Malaspina University-College's first honorary degrees in the June, 1998, convocation, Dr. Margaret Fulton was given a standing ovation by the new graduates when she stated in her address that "structures predetermine outcomes, structures affect goals" and noted the failure of the academic institutions to escape a vertically structured system established centuries before. "Knowledge continues to be divided up into different disciplines and fields. It has never been wholistic. It was never unified. Like those classical civilizations, we have gone on educating and training people to maintain the status quo, not challenge it." She proposed that we "create a vision here and now of a positive alternative," noting that such a vision cannot be static but must symbolize motion. She urged the new graduates to become "the catalysts for some new thinking" and to "begin by creating organic circles of wisdom as true alternatives to building outmoded static towers of higher education."⁷



Continuing with Dr. Fulton's architectural images, we might go on to look at "the four pillars of education" proposed by Jacques Delors, chair of the UNESCO International Commission on Education for the Twenty-first Century. Delors argues that if education is to succeed in its tasks of helping individuals to acquire knowledge and know-how without being overwhelmed by the volume of information flow and while also keeping its focus on the development of individuals and communities, then it must focus on four fundamental types of learning. He proposes these as the four pillars:

Learning to know, that is, acquiring the instruments of understanding; *learning to do*, so as to be able to act creatively on one's environment; *learning to live together*, so as to participate and cooperate with other people in all human activities; and *learning to be*, an essential progression which proceeds from the previous three. Of course, these four paths of knowledge all form a whole, because there are many points of contact, intersection and exchange among them.⁸

It is easy to talk about the need to create new structures but not so easy to know what to build or where and how to begin the construction. How can we develop a vision that will attract and accommodate the educational yearnings of the Jukes of today and tomorrow? The first phase will require a levelling of some of the old structures so that we could open up our operations. If, instead, we continue to try to introduce the horizontal goals of equity and access into the vertical hierarchies of traditional academic structures we are unlikely to be successful.

Can we build a new structure for lifelong learning with the four pillars Delors proposes, an organic and interactive structure that produces the kind of positive alternative that Dr. Fulton envisions? We will need to acquire some new architects if we are to do this work, and here we should look at R. Buckminster Fuller's comments about his appointment as Charles Eliot Norton Professor of Poetry at Harvard University:

Harvard fills this professorship with men who are artists, playwrights, authors, architects, and poets. The word *poet* in this professorship of poetry is a very general term for a person who *puts things together* in an era of great specialization wherein most people are differentiating or *taking things apart*. Demonstrated capability in the integration of ideas is the general qualification for this professorship.⁹

Maybe it is time for us to become really creative here in British Columbia, time to begin imagining the new structures in which we stop segregating, separating, and specializing, and start bringing our talents together in the interests of all learners. When we are hiring new faculty and new administrators at our institutions, then, let's seek out those people who demonstrate that they are unifiers, those people who "demonstrate capability in the integration of ideas." If, for our faculty, our staff, our deans, and our presidents, we hire "poets" who are able to put things together, we can forge a new kind of educational architecture that will help us to attract and support and just suit diverse learners. If we don't do this, the Jude of the future will surely begin to look elsewhere for their learning. As Sue Bridehead, the woman Jude loves, proclaimed a century ago

I have no respect for Christminster whatever, except, in a qualified degree, on its intellectual side.... And intellect at Christminster is new wine in old bottles. The mediaevalism of Christminster must go, be sloughed off, or Christminster itself will have to go. To be sure, at times one couldn't help having a sneaking liking for the traditions of the old faith, as preserved by a section of the thinkers there in touching and simple sincerity; but when I was in my saddest rightest mind I always felt "O ghastly glories of saints, dead limbs of gibbeted Gods!"¹⁰

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Some Lifelong Learning Web sites

www.connect.ab.ca/~tlilink

Canadian Link to Lifelong Learning

A developing pan-Canadian association dedicated to lifelong learning in Canada.

www.lifelonglearning.co.uk/nagcell/index.htm

Learning for the Twenty-First Century

First Report of the UK's National Advisory Group for Continuing Education and Lifelong Learning in November 1997.

www.lifelonglearning.co.uk/greenpaper/index.htm

The Learning Age • UK 1998 Green Paper on lifelong learning.

www.minedu.fi/eopm/eio_engl.htm

Joy of Learning • Summary of the 1997 Finnish lifelong learning strategy.

www.transcend.co.uk/llis/cfl

Campaign for Learning • UK private/voluntary/public sector coalition campaign for lifelong learning.

www.lifelonglearning.co.uk

UK Lifelong Learning • UK's official lifelong learning Web site.

A Voice from the Past

Organizing for Lifelong Learning

Roby Kidd¹

Perhaps the most comprehensive and most radical of all educational ideas is that of lifelong learning or in the French *education permanente*. It is not a new notion; it is as old as the race, but it never was taken seriously until the present. Even now its full meaning has not penetrated very far and its implications have not been grasped.

But a change is coming.

And not in Canada alone. A hundred years or so ago, when Egerton Ryerson in Canada and Horace Mann in the United States were fighting the prolonged and bitter battles to make it possible for all children to go to school, the battlefield was a single Canadian province and a few American states. Fifty years later the idea of free universal schooling for children had still not penetrated more than a dozen countries. But today, the notion of continuous learning is being actively studied and debated in scores and scores of countries. At the General Conference of UNESCO in 1964, 118 countries gave unanimous approval to the recommendation:

The various forms of out-of-school and adult education should be regarded as an integral part of the educational system, so that all men and women, throughout their lives, may have the opportunities for pursuing education conducive alike to their individual advancement and to their participation in civic life and in the social and economic development of their country.

Now it is the one thing to issue statements and resolutions and another for the words to be transmuted into actions. Perhaps few who spoke the words at UNESCO realized all that they implicate. But the results are beginning to show.

Most advocates of any cause or nostrum today speak of it as "new," "revolutionary," "total." These words are almost clichés. Are they as shallow and dishonest when applied to continuous learning as they are when used to introduce this year's dress styles, or yet another example of television trivia, or the platform of some

political party hungry for office?

What are the dimensions of the new idea? Has it substance or only shadow?

India's famous poet and patriot, Mrs. Saronjani Naidu once wrote: "Our knowledge should be as deep as the ocean, our angle of vision as wide as the horizon, and our idea as high as the heaven." Naidu was a poet but not a deluded visionary. She knew that, to face the practical realities of survival and change in the Indian subcontinent, all of the dimensions must be probed, explored, developed.

For lifelong learning there is a *perpendicular* dimension—of learning continuing throughout the entire life-span consonant with all of the divisions of education from the nursery school to post Ph.D.

There is a *horizontal* dimension of learning penetrating into every discipline, into every form of intellectual and spiritual activity known to man, and bursting through the artificial barriers erected between fields of study.

There is a *depth* dimension, of learning responding to simple needs on, up, and into the most agonizing, or most sublime search for the truth that "sets us free."

We are not talking about a fad of the moment, or a limited advance, or a single field of education. Note, lifelong learning covers a whole lifetime. It is not a synonym for adult education; it is consonant with all education and is the concern of all.

Perhaps I can illustrate my meaning best with a series of propositions which I put forward tentatively for study and debate.

First, the notion that *lifelong learning is in harmony with the views of great educationists throughout the ages*. There is a Russian saying that "education is a seamless robe." It is also a Chinese saying and an Indian saying and a German saying and an English saying.

However, education is not a seamless robe if we cut it into completely disconnected strips, called disciplines, or divisions, or if we value a part of the cloth—liberal education, let us say—as regal and splendid, and spurn another part—perhaps vocational education—as sackcloth, fit only for carrying coal or ashes. We need to affirm that the entire robe of learning, all of it, is precious.

¹ For the Quance lectures the author proposed principles to govern the organization of lifelong learning. This is a condensation of his address, first published in *Coming of Age: Canadian Adult Education in the 1960s*, ed. J. Roby Kidd and Gordon R. Selman (Toronto: Canadian Association for Adult Education, 1978), 78-85.

Second, *the application of lifelong learning can result in sharing the power derived from education.* Since education is often the key to power and economic development as well as individual advancement, opportunity for an education must be shared. This goal can be attained more completely if education is extended throughout life and the possibility of obtaining education is thus spread, not only over more years but before those who develop more slowly, those who start without the capital of money or position and have to win a place for themselves, and those who suffered handicaps or made a poor start in youth but have recovered as adults.

Third, *the span of a lifetime makes possible certain educational goals that are otherwise in doubt.* One of the problems of the schools has always been how to teach certain ideas or achieve certain kinds of growth when a lengthy time span is necessary for maturation, or considerable experience of life is an essential prelude to full understanding. For example, how do you teach honour, or justice, or international understanding, or help an individual become healthily critical of himself, or society without becoming a cynic, one who has faith in nothing? It is much too simple an answer to these baffling questions to say that the time span for education must be extended. Yet only where education is

available when and as needed will some of life's most difficult questions be faced.

Fourth, *lifelong learning can reduce substantially the remoteness and estrangement of youth.* Putting children away in schools, while it was a mark of our valuing them, or valuing what they might eventually become, has always had one unfortunate consequence. It sets children and youth apart from life. For a few years, now for a great many years, they live in a kind of chrysalis where they can observe and feel and perhaps be over-excited and injured by, but never really be a part of the life around them.

The corollary of lifelong learning is that one never withdraws from life for the purpose of learning.

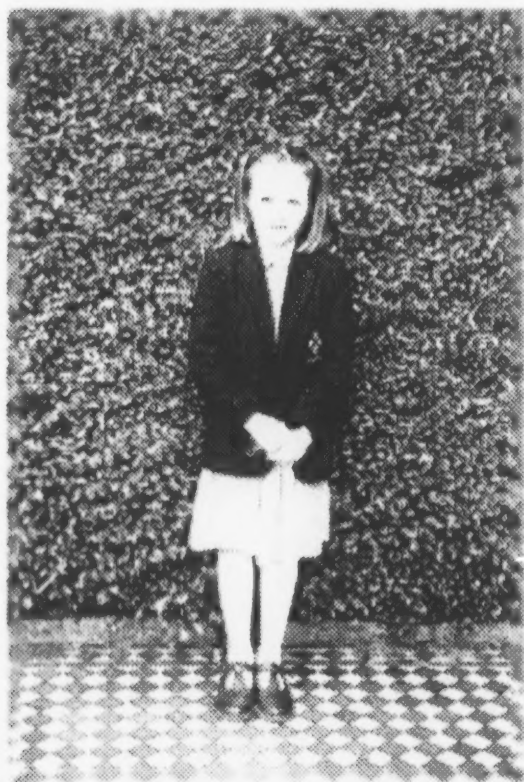
Sixth, *lifelong learning brings into association all of the members of the educational family.* Of course there is, and should be, specialization in education, specialization in subject and function, according to need and experience and capacity. But these are not separate and distinct entities; they ought not to result in separate tracks of different gauge over which no traveller could have a continuous journey.

Not only are there gaps and barriers between the divisions of education: too often there has been estrangement even suspicion and conflict between the various individuals, teachers, and administrators responsible for education. With the full acceptance of continuous learning the practitioners in any field will see more clearly their common interest, common destiny, and common allegiance to learning.

Seventh, *the calling of the teacher or educationist will become the most significant in society.* This has been true of certain societies in the past, in India and China, for example, and today it is becoming generally understood that education is the key to economic and social progress. However, it is true that the teacher has often been undervalued. He has become a familiar character in fiction and drama, rarely heroic, sometimes pictured as ineffectual, often lampooned.

Fragmentation

Part of the explanation for the comparatively low status enjoyed by teachers in some countries has been fragmentation and isolation of various organizations of teachers. Moreover, too little attention has yet been paid to the scores and hundreds of part-time teachers of adults. Since these are often leaders in cor-



porations, government, professions, trade unions, women's groups, their engagement as teachers will itself make a difference in the way that the function of teaching is regarded in society. Before long, teaching, full-time or part-time, will be an activity enrolling a vast number of people and even more of the leaders in society.

Meanwhile, one of the most encouraging developments is the number of university teachers who have ceased to stand aside and criticize the schools for their failure in giving youth a better education and have instead, "taken off their coats" and have engaged in the different task of improving the curriculum and the preparation of teachers. When teachers of all kinds are able to associate themselves to their mutual advantage, it will lead to a markedly different career of education, one in which the teacher will be more fully responsible and trusted.

Eighth, *lifelong learning offers a place and a context for those fields of education that have been neglected*. All throughout the history of education many fields and disciplines have been treated as orphans and outcasts. Most of the fields, including scientific education, vocational education, psychology, and economics have suffered this treatment. The fiercest battles of all were fought to prevent the acceptance of medical education into the university although that field is now clothed in royal respectability. With the acceptance of this notion, certain neglected fields, such as preschool education and education of older people will no longer go undernourished.

Ninth, *lifelong learning is a concept essential to educational planning*. No alert teacher ever doubted that money spent on education results in substantial economic and social increments. And now what was our secret is known to others. Hard-headed, practical, unsentimental bankers and business men and governors and administrators also share it. This is capped by a fairly recent announcement from the World Bank that henceforth sound educational enterprises will be considered for investment loans just as now are offered to agricultural or mining or power projects.

To be fair to the bankers, although they were exceedingly dilatory in understanding this simple truth, educationists rarely helped them very much. The way we organize education, the way we report what happens, the apparent confusion of goals and programs and institutions, make it difficult for a business man or

a planner to form a unified impression about the impact of education. Educational planning means planning for a totality as well as for the parts.

Tenth, *the greatest boon conferred by lifelong education will be to free the curriculum planners in the schools from the necessity to teach everything*. The most galling burden that comes with education conceived as preparation for life is the necessity to teach everything. For years teachers and administrators and school board officials have been perspiring under the pressure to add more and more, push in a little here, pile on something there, add a tincture or a colour or a shade—new subjects, new skills, new attitudes—even if the teachers were paralyzed and the children were choked.

It was never possible for an elementary school or a secondary school or a university to offer all that needs to be learned, but in the face of the "explosion of knowledge" we can scarcely delude ourselves any longer. And the problem is not just the impossibility of absorbing or mastering immense quantities of information but that much of the knowledge, the skill, or the insights is possible only as persons mature.

If we plan for an entire lifetime of learning we are not completely rid of the problem. The folk saying, "so soon to die, so late to get smart," is still true, increasingly true. However, it is a very different undertaking to study what is needed at any stage in life, over scores of years not just a few years, than is the attempt, doomed to failure, of preparing in childhood for all that comes after.

Eleventh, *with the application of lifelong learning some false dichotomies will wither*. It has become better understood by more of us that liberal education and vocational education need not be, are not, and must not be considered to have discrete or opposed educational objectives. Within the life span of any person there will be times, perhaps several times, when he will engage fully in vocational education. And there will be times, one hopes, over most of his three-score-and-ten for the education that liberates and enlivens. Both are worthy and are complementary, related, bound together. Other issues and false antitheses may also dissolve in the strong light of our concept.

Twelfth, *within this concept leisure time can be valued and utilized*. It is common enough for the schools to be told that they must educate for leisure and some of them attempt to do what they can. But only an educational process coterminous with living can deal

adequately with a subject and an opportunity that is so enmeshed with life. Education need not just prepare people for leisure; it should affect the choices of all people, young and old, in their use of leisure. Since leisure can and does mean restoration, recreation and renewal, much of leisure time for many people will be chosen to be spent in learning. Leave for study is becoming a much more common practice for factory workers as well as for teachers.

Organized Guidelines

So much for the propositions. What do they mean?

If there is to be coherence in education, it is essential for teacher-training institutes to offer training in principles and methods of adult education and every other field of education. These are needed not only for the comparative few who are preparing for a career but for others who have significant involvement, for example, teachers, librarians, and public health doctors.

Increasingly, those teachers who have the wish and talent will be offered the opportunity to teach students at various ages and levels of experience. The desirable effects that have occurred when a secondary school master or a college professor has taught adult students or very young children will be multiplied.

Elementary schools will concentrate on teaching the basic skills of learning, mainly to children there under compulsion, but also to all adults who require this stage of education. The emphasis will be upon acquiring and practising skills of reading, speech, numbers and acquiring information about one's community, country, culture and world to make possible effective participation in the student's world as well as his progress towards further education.

Secondary schools will also be primarily for youth, but also for adults who require them, and will be a period of apprenticeship in learning as well as providing and introduction to many of the specialized areas to knowledge. Acquiring an attitude to, and an expectation, of lifelong education is as important as mastering the skills of learning. Neither for younger or for older students will the secondary school curriculum be cut off, be divorced from life. The "last chance" approach to curriculum planning will be ended.

In all probability there will be many examples of school systems designed to look after individuals of all ages, such as Rabindranath Tagore in India and Henry Morris in the Cambridgeshire Village Colleges have

pioneered. In the Nova Schools in Florida one can take work at any level from nursery school to post Ph.D., proceed at one's own speed according to one's interest and ability.

Universities and university professors will modify their attitude to and their involvement in other forms of education. The trend now observable in many countries, of the ablest scholars having some part in planning the curriculum at all levels will be much more common. One welcome by-product may be an improvement in the quality of instruction offered by university teachers, which is, far too often, lamentably low.

Universities will offer more resources for the investigation of educational problems that require research. Entrance arrangements are becoming and will become more flexible so that more able students may take part in higher studies at convenient times throughout their lives.

All of the "professional" schools will offer a component of education for those candidates who will engage in some form of education. And it will be much less possible for any graduate of a university to leave with the feeling—alas, now too common—that he can cast aside the gown of education and get on with living.

The implications of this concept for adult education are no less significant. Opportunities will be provided for adults not only in a few evening hours, or in a single form of organization, the extension or extramural class, but at convenient times and in all the forms of educational activity that have been found effective. The new colleges of applied arts and technology will become a form of education as significant as the secondary school.

Important/Urgent

One of the most significant aspects of the notion of continuous learning is that it may restore the primacy of the *important* over the *urgent*, because it brings a time and a breadth and a depth perspective.

As pointed out earlier, it brings perspective to curriculum planning and may help prevent overloading at some critical points in the secondary or college years. It may help us deal with the real, immediate, and changing needs of young people without panicking or running away in the face of the passionate urgency of some of their demands.

The notion of continuous learning might bring some balance to the time-conscious, perplexed, perhaps

well-intentioned television producers who seem to have their eyes fixed on attracting the largest possible audience and are willing to pay any price. It is a bitter joke to find able, intelligent men who have studied what a serious moralist, Marshall McLuhan, has said, yet seem to be trapped within the philosophy of one of the most "successful" television personalities: "I try to give my audience what they want. Most of them are kids and kids like to see me spit on people. So I spit on people!"

Continuous learning may also bring greater understanding of the needs of an ever-larger number of older people who are disengaging from life. No country, not even Canada, is so rich that it can throw away its most precious resource, the hard-won experience and wisdom of its older people.

The concept might offer some guidelines for leisure time. Or for sports and athletics which now affect deeply millions of people all over the world. It is an extraordinary fact that most educationists pay little attention to athletics even though sports now constitute one of the most significant international languages.

In the kind of myths and beliefs that are associated, the rituals that are practiced, the acts of devotion and veneration, the anguish and the ecstasy aroused, sports are akin to religion. If you don't believe this, talk to a Brazilian about soccer, a New Zealander about rugby, a West Indian about cricket, or a Canadian about hockey. Such a widespread and consuming devotion is not to be taken lightly. If we had understood this fact we might not so easily have given up the control of sports to that small professional clique who now control so much.

Concern with the urgent means concentration upon what a man is. But the most significant thing about man is not just what he is, but what he may become. Continuous learning is as much a matter of *becoming* as of *being*. A more appropriate questions for a business man, or anyone else, might be: "What can you *become* that the computer can't?" About twenty centuries ago Epictetus had an answer for that: "Since we are men we will play the part of men." 

Lifelong LEARNING

Our Contributors

RON FARIS, guest editor for this issue of the *Learning Quarterly*, is a Victoria-based consultant focussing on lifelong learning strategies, and global education and training reform. He was Executive Director of Continuing Education in the BC Ministry of Education from 1976 to 1987 and Associate Executive Director of the National Literacy Secretariat from 1987 to 1990. Ron was seconded to the Privy Council Office team that wrote *Learning Well...Living Well* (1991), the federal consultation paper which called for a lifelong learning structure and culture for Canada.

KJELL RUBENSON is co-Director of the Centre for Policy Studies in Education at UBC. He teaches adult education and labour market studies, fields in which he is an acknowledged world expert. Kjell was the Chair of Adult Education at Linköping University, Sweden, and acts as an advisor to the Centre for Educational Research and Innovation of OECD, UNESCO and the Swedish government. His analytical series on Statistic Canada's adult education and training Surveys provide an extraordinarily useful data base for comparative studies.

CAROL MATTHEWS is concluding a successful career, chiefly in the field of continuing and community education in the college sector and now at Malaspina University-College, where she was Dean of Human Services and Community Education Programs. She is now preparing to retire to her beautiful island haven after providing pioneer leadership, on a secondment basis, as Senior Program Manager of Prior Learning Assessment at the Centre for Curriculum, Transfer and Technology.

CAROL MATUSICKY has served as Executive Director of the BC Council for Families for fourteen years. Carol has collaborated with volunteers and professionals from many fields as well as public servants from a wide variety of ministries. She is currently serving on the Ministry of Health's provincial Advisory Committee on Health Goals, and is President of the BC Coalition for Safer Communities. She is also on the boards of the Vanier Institute of the Family and the International Family Policy Forum.

ROBY KIDD is our Voice from the Past. His extraordinary career stretched from his pre-war service in the Montreal YMCA to Directorship of the Canadian Association for Adult Education. He was the first Chair of the Adult Education Department at OISE, University of Toronto, and founder of the International Council for Adult Education, the world headquarters of which are in Toronto. Born in Saskatchewan and raised in Gibson's Landing, BC, Roby always had a place in his heart for an adult education movement which served the excluded—those in greatest need—around the world.

Centre for Curriculum, Transfer & Technology • Events and Conferences

See the C2T2 Events website for an up to date listing of Events and Conferences www.ctt.bc.ca/events/

Follow-up to Alverno College Visit

"The Exchange: Teaching, Learning and Assessment."
October 2, 1998 – Simon Fraser University, Vancouver, BC.
Contact: Gillies Malnarich at gmalnarich@ctt.bc.ca or tel (604) 895-5076, fax (604) 895-5059.

Towards a Learning Canada

October 15-18, 1998 – Ocean Pointe Resort, Victoria, BC.
Contact: Email tlink@connect.ab.ca (403) 421-7141, fax (403) 421-7159 or toll free in BC 1-800-596-5392. See also www.connect.ab.ca/~tlink.

Technology Education Design Forum

November 23-24, 1998 – Simon Fraser University at Harbour Centre, Vancouver, BC. Contact: John FitzGibbon at jfitzgibbon@ctt.bc.ca (250) 413-4460.

Connections 2001

May, 2001 (date and location to follow), Amanda Harby at harby@ctt.bc.ca or (250) 413-4468 fax (250) 413-4403.

C2T2 Professional Development Events

For more information about these C2T2-related PD events please contact Diane Morrison dmorrison@ctt.bc.ca or Cheryl Wilson cwilson@ctt.bc.ca, or fax 250-413-4403 or the contact listed. See also the C2T2 Website: www.ctt.bc.ca/events/

Making Meetings Work at a Distance

One-day workshop using videoconferencing, available on request. Contact: Dan Doherty at ddoherty@ctt.bc.ca.

Instructional Skills (ISW) Fall Institute

November 20, 1998 (evening) to November 22 (until noon) – Bowen Island, BC. Fall Institute for ISW Facilitators.

Chairs Development Institute '99

May 11-14, 1999 – Bowen Island, BC. Academic leadership skills for chairs with various levels of experience.

Fast Forward '99: Educational Media Showcase

May 18-19, 1999 – Capilano College, North Vancouver, BC.
Contact: Susan Weber, Langara College, at (604) 323-4433.
See also www.langara.bc.ca/ffwd.

Instructional Skills (ISW) Facilitator Development Workshop '99

May 24-29, 1999 – New Westminster, BC. Prepares faculty members to be ISW facilitators at their own institutions.

Great Teaching Seminar '99

June 5-8, 1999 – Naramata, BC. Residential institute for educators interested in improving as teachers.

ISW Facilitators Institute '99

June 8-13, 1999 – Naramata, BC. Residential institute for ISW Program Facilitators.

Pacific Management Development Institute (PMDI) '99

June 15-18, 1999 – Bowen Island, BC. Residential institute providing an opportunity for professional growth and career development for administrators and managers.

Other Events and Conferences

Provincial Instructor Diploma Program

Ongoing program of the Ministry of Advanced Education, Training and Technology offered by C2T2 and Vancouver Community College, (604) 871-7499 or (604) 871-7488.

Certificate in Adult & Continuing Education (CACE)

Ongoing. University of Victoria at danderson@uvcs.uvic.ca, or (250) 721-8944. <www.uvcs.uvic.ca/csie/cace>.

Critical Thinking and Clinical Judgement Conference

September 12, 1998 – Langara College, Vancouver, BC. Room A130. Melanie Basso mbasso@langara.bc.ca (604) 323-5754.

BC TEAL Four on the Floor: "Academic Prep - ESL"

September 19, 1998 – Vancouver Community College, City Centre Campus, Van. BC. Alison McBride (604) 736-6330 fax (604) 736-6303.

Standing Committee on Evaluation and Accountability "Understanding Effectiveness and Accountability"

September 25, 1998 – SFU, Harbour Centre Campus. Speaker: Dr. James Hudgins, President, Midlands Technical College, South Carolina. Kathleen Bigsby bigsby@aecbc.bc.ca tel (604) 895-5083.

The Chair Academy - Academy Sessions

September 28-October 2, 1998 – Tampa, FL or Portland, OR
November 2-6, 1998 – United Kingdom
November 9-13, 1998 – Netherlands
November 30-December 4, 1998 – Australia
(602) 461-6270, fax (602) 461-6275.
www.mc.maricopa.edu/partners/mccca/chair.

Problem-Based Learning in Small Groups

October 5-6, 1998 – McMaster University, Hamilton, ON. Annette Sciarra at sciarra@lhs.mcmaster.ca (905) 525-9140 ext. 22714, fax (905) 528-6552.

Role of the Tutor in Small Group Learning

October 7-8, 1998 – McMaster University, Hamilton, ON. Annette Sciarra at sciarra@lhs.mcmaster.ca (905) 525-9140 ext. 22714, fax (905) 528-6552.

EDUCOM 98 - Making the Connections

October 13-16, 1998 – Orange County Convention Center, Orlando, FL. educom98@educom.edu or fax (303) 440-0461 www.educom.edu.

Towards Student-Centered Learning: Assessment, Quality, and Cost-Effective Strategies

October 14-17, 1998 – Reno, NV. Dale Cracraft at wiche.edu or (303) 541-0231 fax (303) 541-0291. www.wiche.edu/telecom/telecom.htm/.

Professional Organization Development (POD) Network Annual Conference

Oct 15-18, 1998 – Snowbird Ski Resort, outside Salt Lake City, UT. www.public.iastate.edu/~POD_Network/conf/98.html.

Canadian Institutional Research and Planning Association (CIRPA) Seventh Annual Conference

October 18-20, 1998 – Hotel Newfoundland, St. John's, NF. Kevin Clark at kclarke@morgan.ucs.mun.ca (709) 737-2464, fax (709) 737-4775 Paul Chancey paulc@morgan.ucs.mun.ca or (709) 737-2463, fax (709) 737-4775. www.usask.ca/cirpa/.

**University of Minnesota Conference "Keeping Our
Faculties: Addressing the Recruitment and Retention of
Faculty of Color in Higher Education"**

October 18-20, 1998 - Minneapolis, MN. Shirley Mueffelman
(612) 625-3850 or Jennifer Longnion fdp@tc.umn.edu (612)
626-7550. www.aamd.umn.edu/symposium/sympos.htm.

Teaching and Learning in the Clinical Setting

October 22-23, 1998 - McMaster University, Hamilton, ON.
Annette Sciarra sciarra@fhs.McMaster.ca or tel
(905) 525-9140, fax (905) 528-6552.

Family Literacy: Literacy for Life

October 23, 1998 - Esquimalt Senior Secondary School,
Victoria, BC. Keynote Speaker: Kathryn Au, University of
Hawaii, International Reading Association. M. Austin at
mdaustin@readsociety.bc.ca or (250) 388-7225 or H. Halpern
at honey.halpern@ubc.ca or (604) 668-6405.

**NCSPD Weaving the Future: Tools for Student Success
21st Annual Conference**

October 21-24, 1998 - Toronto Colony Hotel, Toronto, ON.
Leo Spindel lspindel@gbc.gbrownc.on.ca (416) 415-4659, fax
(416) 415-4768. www.edcc.edu/ncspod.

**NCOE National Council for Occupational Education 1998
National Conference**

October 22-24, 1998 - Adam's Mark Hotel, Daytona Beach,
FL. Rachel Viramontes at El Paso Community College
rachelv@epcc.edu or tel (915) 831-2613, fax (915) 831-2598.

**"Building Bridges, Not Walls" A Major Province-Wide
Conference on Anti-Racism**

October 23-24, 1998 - Coast Plaza Hotel, Vancouver, BC.
BC Teachers' Federation, PD Division, (604) 871-1847.

**Centre for Education Information Standards and Services
(CEISS) Open House**

October 27, 1998, 1:00-3:00 pm, 4th Floor, 1483 Douglas
Street, Victoria, BC. Carole Clark (250) 413-4400.

**International Alliance of Teacher Scholars & Alliance
Publishers**

October 28-30, 1998 - Lilly Northwest conference on College
& University Teaching and Learning, Portland, OR. Email:
Info@iats.com or (800) 718-4287, fax (412) 362-6195

Tel Ed 98

October 30-31, 1998 - Victoria, BC. and New Orleans, LA.
Peter Donkers pdonkers@etc.bc.ca, (250) 953-7400 fax (250)
953-7444 Open School, Open Learning Agency, 1117 Wharf
Street, 2nd Floor, Victoria, BC. V8W 1T7.

1998 National Tech Prep Network Annual Conference

October 30-November 1, 1998 - Kansas City, MO. tel (800)
518-1410, fax (254) 776-2306.

**NASPA Western Regional Conference of the National
Association of Student Personnel Administrators**

November 5-7, 1998 - Santa Barbara, CA. Ken Kelly
kkelly@saonet.ucla.edu (310) 825-3871, fax (310) 825-8616
or Renee Barnett-Terry (conference chair) at
rbarnett@usc.edu or (619) 534-3492
www.chapman.edu/res_life/naspa.

**Association for the Study of Higher Education's Annual
Conference (ASHE)**

November 5-8, 1998 - Miami, FL. Jessica Bailey at
c635655@showme.missouri.edu. ASHE Office (573) 882-
9645, fax (573) 884-2197 or ashe@tiger.coe.missouri.edu or
www.coe.missouri.edu/~ashe/conference_info.htm.

Association of American Colleges and Universities (AAC&U)

November 12-15, 1998 - Sheraton University City Hotel,
Philadelphia, PA. Tel (202) 387-3760. www.aacu-edu.org.

**International Convention on Lifelong Learning Programming
"Becoming a Customer-Driven Organization"**

December 3-5, 1998 - Toronto, ON.

**National Staff Development Council Annual Conference:
Making a Capital Difference**

December 5-9, 1998 - Washington, DC. Stephanie Hirsh at
nsdchirsh@aol.com. (972) 818-1450.

CAUSE98 "The Networked Academy"

December 8-11, 1998 - Seattle, WA.
www.educause.edu/conference/c98/c98.html.

1999 World Conference on Virtual Learning Environments

January 6-9, 1999 - Holiday Inn on the Bay, San Diego, CA.
William J. Flynn wflynn@palomar.edu/learn (760) 744-1150
fax (760) 591-9108. www.palomar.edu/learn.

3rd North American Conference on The Learning Paradigm

January 9-12, 1999 - Holiday Inn on the Bay, San Diego, CA.
William J. Flynn wflynn@palomar.edu/learn (760) 744-1150 fax
(760) 591-9108. www.palomar.edu/learn.

**American Association for Higher Education (AAHE)
Conference on Faculty Roles and Rewards**

January 21-24, 1999 - Sheraton San Diego, San Diego, CA.
aaheffrr@aahe.org.

**TEAL 99 32nd Annual Conference "Reading the Signs -
Systems Literacy in a Changing World"**

February 19-20, 1999 - English Language Institute - UBC,
Vancouver, BC. TEAL Office (604) 736-6330.

**American College Personnel Association (ACPA) National
Conference**

March 20-24, 1999 - Atlanta, GA. Steve Brown at
sdbrown@arches.uga.edu or (706) 542-3183.
www.acpa.nche.edu/conv99/cfp/.

**BC Centre for International Education (BCCIE) 1999
Summer Institute**

"Beyond Borders: Sharing Strategies for Success" June 2-4,
1999 - Royal Roads University, Victoria, BC. Christine Savage,
tel (250) 978-4242, fax (250) 978-4249, csavage@bccie.bc.ca.

AMTEC 99

June 4-9, 1999 - Delta Ottawa, Ottawa, ON.
Ross Mutton at rmutton@ccs.carleton.ca.

PLAR 99 - Learning Has No Boundaries

Third Canadian Labour Force Development biennial forum on
Prior Learning Assessment and Recognition. November 14-17,
1999 - Vancouver, BC. Bonnie Kennedy (613) 230-1723 fax
(613) 230-7681

AMTEC 2000 May 27-31, 2000 - Coast Plaza Stanley Park,
Vancouver, BC. Mary Anne Epp at maep@langara.bc.ca or
tel (604) 323-5627 or fax: (604) 323-5577.



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400 First Edmonton Place,
10665 Jasper Avenue, Edmonton, AB Canada T5J 3S9
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Web site: www.connect.ab.ca/~tlink - mail: tlink@connect.ab.ca

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